



Exponential  
Learning Initiative

# Where, Why, How:

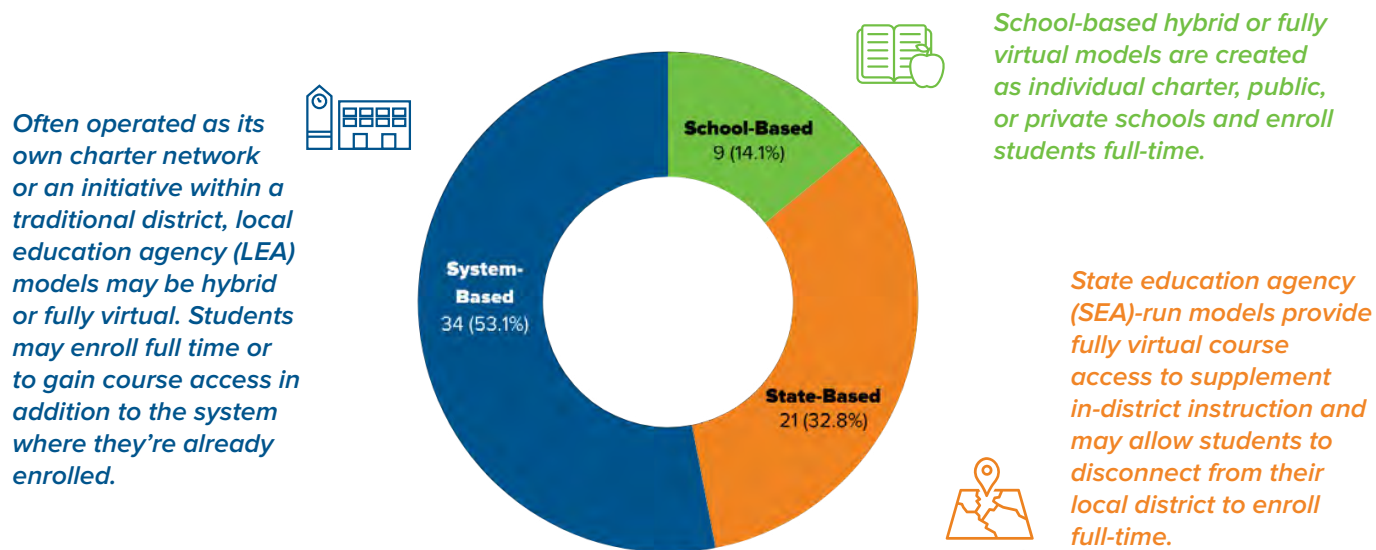
Deepening  
Analysis of  
the U.S. K-12  
Virtual Learning  
Landscape







Fig. 2. Context of Explored Virtually Supported Models



## Critical Need to Understand What Works, for Whom, and Under Which Conditions

Given these models are tailored to student needs, understanding their efficacy and impact requires incorporating different forms of evidence alongside more traditional academic measures (e.g., standardized test scores). Nontraditional measures such as course completion rates, student engagement, and personalized learning outcomes are essential for understanding student progress. The diversity in assessment practices across these models emphasizes the need for context-specific approaches to evaluation. With many of these models serving students who have been disengaged by traditional brick-and-mortar schooling, developing a more nuanced understanding of success – along with means for measuring it – will be critical in future analyses of model efficacy.

## Recommendations for Decision-Makers

Our findings underscore the complexity and potential of virtual and hybrid learning models. Education leaders can better support diverse student populations and drive meaningful improvements in the U.S. K-12 education system by embracing a more nuanced understanding of the role virtual and hybrid learning plays in accessibility to high-quality learning opportunities. To do this, leaders, policymakers, and funders must consider the varied contexts where virtual learning occurs and the specific needs it addresses. In particular, support for a more informed and flexible policy environment is essential to meeting the diverse educational needs these models serve. Leaders across the sector must:

- Invest in rigorous research to build a robust evidence base of virtual and hybrid learning.
- Develop policies that support the flexibility and customization in these models.
- Promote collaboration among educators, policymakers, and researchers to share best practices and drive innovation in virtual education.

# TABLE OF CONTENTS



<u>5</u>	<u>Introduction</u>
<u>7</u>	<u>The Opportunity: Deepening the National Narrative</u>
<u>9</u>	<u>Breaking the Monolith: Understanding the National Landscape of Fully Virtual and Hybrid Models</u>
<u>16</u>	<u>Understanding What Works, For Whom, and Under Which Conditions</u>
<u>19</u>	<u>Next Steps</u>
<u>20</u>	<u>Appendix A: Discussion of the Evidence Surrounding Virtual Learning</u>
<u>21</u>	<u>Appendix B: Landscape Scan Methodology and Data</u>

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# Introduction

[The Learning Accelerator \(TLA\)](#), a national nonprofit, works across the education sector to help practitioners, leaders, and policymakers learn faster from success and innovation so they can apply that knowledge to improve student learning. In an effort to achieve this aim, TLA seeks to understand the diverse models and structures that ensure every student's needs can be met within the K-12 public system. Over the past few years, that inquiry has led TLA to deeply examine virtual learning as a critical tool.

Coming out of the pandemic, questions emerged about the quality of virtual learning, challenging its efficacy as a tool to educate students. However, the reality is that the sector does not have a choice about whether or not virtual learning should be an option. Countless examples – both empirical and anecdotal – indicate that students need virtual options. **For many students, brick-and-mortar schooling has failed them as learners, with the traditional school day presenting a significant barrier to academic success and personal wellbeing.** In-person school environments and schedules create constraints that can hinder students' academic progress and personal growth. In contrast, virtual and hybrid models present opportunities to explore learning beyond the standard experience offered by physical schools. Many of the same students thrived during the pandemic, able to fully engage in their learning during emergency remote instruction. Now, instead of returning to in-person school, they seek out new opportunities that better meet their needs.

## Traditional, Brick-And-Mortar Schooling Fails These Students

- » A middle school student **loses interest** in their math class because they are ready to take a high school-level course.
- » A high school student in a small, rural school wants to take an Advanced Placement (AP) course that is **unavailable in their home district**.
- » An elementary student with an illness **cannot physically attend** school but could continue to engage in learning.
- » A high school student finds themselves chronically absent or tardy because they need to **care for younger siblings or work** to support their families.
- » A middle school student wants to **travel throughout the school year** to compete on an all-star hockey team while keeping up with their coursework.
- » An elementary school student avoids school due to **social anxiety**, struggling with the interactions that occur inside classrooms.





Virtual and hybrid models provide a valuable solution for K-12 students across the country, ensuring they can continue their education uninterrupted, regardless of physical limitations or the availability of specific opportunities in their local setting. By offering extended course access, personalized pacing, and reduced social pressures, high-quality virtual and hybrid models can help students stay engaged and succeed academically, tailoring educational experiences to better align with their individual needs and life situations. **The challenge is how to help the sector learn about these successful, high-quality models so that more students may benefit.**

Leaders and policy-makers must understand:

- » WHERE virtual learning is happening;
- » WHY students engage in these models;
- » HOW they may occur; and
- » WHAT works, for whom, and under which conditions.

As part of TLA's broader [Exponential Learning Initiative](#), this first report examines the national landscape of public, K-12 virtual and hybrid models and creates a foundation for future conversations. During the 2024-25 school year, TLA will conduct rigorous investigations in six different virtual or hybrid settings to understand how these models support students' needs and accelerate their learning.

## Additional Definitions

<b>Blended Learning</b>	Combined use of multiple digital and analog modalities, including virtual and "face-to-face," within an instructional experience (i.e., a class session or course). <b>Refers to modalities and tools used, not location.</b>
<b>Course Access</b>	Fully virtual models that allow students to enroll part-time to access specific course content.
<b>Fully Virtual Learning</b>	Instructional approach that <b>solely uses online modalities</b> to mediate a student's learning experience, which can be deployed in a variety of settings and locations.
<b>Hybrid Learning</b>	Delivery model that mixes remote and in-person learning. <b>Refers to the location of learning, not modality or instruction.</b>
<b>Learning Continuity</b>	Ability for learners to <b>continue accessing high-quality learning experiences</b> through disruption (regardless of reason).
<b>Remote or Distance Learning</b>	Learning experience where a student is not physically co-located with their teacher; engagement with a teacher or content happens through virtual or distanced correspondence means. <b>Refers to location, not instruction or modality.</b>
<b>Simultaneous or Concurrent Learning</b>	Instruction in which students may be learning in person or remotely with a group of other students learning remotely and in person at the same time. <b>Refers to the mixing of location and modality.</b>



# The Opportunity: Deepening the National Narrative

Coming out of the pandemic, school closures and emergency remote learning became synonymous with virtual learning. Large-profile, poor-quality initiatives erased years of evidence (see *Appendix A* for a brief discussion of the research literature) about the potential for high-quality implementations resulting in a deficit-based narrative in which virtual learning became associated with "learning loss." **However, these studies failed to account for the reality that much of remote learning during the pandemic was not intentionally designed to strategically leverage virtual modalities.** Regardless, a negative narrative about virtual learning emerged, leading many educators, leaders, students, families, and policymakers to question the efficacy of virtual and hybrid learning. The resulting national push to get students back into traditional, brick-and-mortar schools largely ignored the body of evidence indicating that some students had been successful when learning in high-quality virtual environments.

TLA [completed a review of the academic and professional literature](#) to learn more about the ways in which virtual and hybrid models serve as effective settings for student learning. Through this work, **a critical need emerged: to create rigorous evidence around virtual and hybrid models to catalyze a deeper, more nuanced national conversation about their potential to accelerate learning** – particularly for specific student populations and in unique contexts. By thoroughly understanding existing models, educators, leaders, and researchers can better assess the quality of specific programs and their measurable outcomes as well as identify powerful practices to transfer into new contexts.

To capitalize on this opportunity and begin to construct an evidence base, TLA conducted a landscape analysis of over 60 virtual and hybrid models from across the U.S. during the spring of 2024. Some of these virtual models serve students across states, others operate within traditional brick-and-mortar districts, and many exist as standalone virtual or hybrid schools.







# Breaking the Monolith: Understanding the Landscape of Virtual and Hybrid Models

A narrow perception exists of fully virtual and hybrid models, with the former associated with pandemic emergency online instruction and the latter with the simplistic notion of “room-and-zoom.” However, it is imperative to adopt a more nuanced approach and take into account:

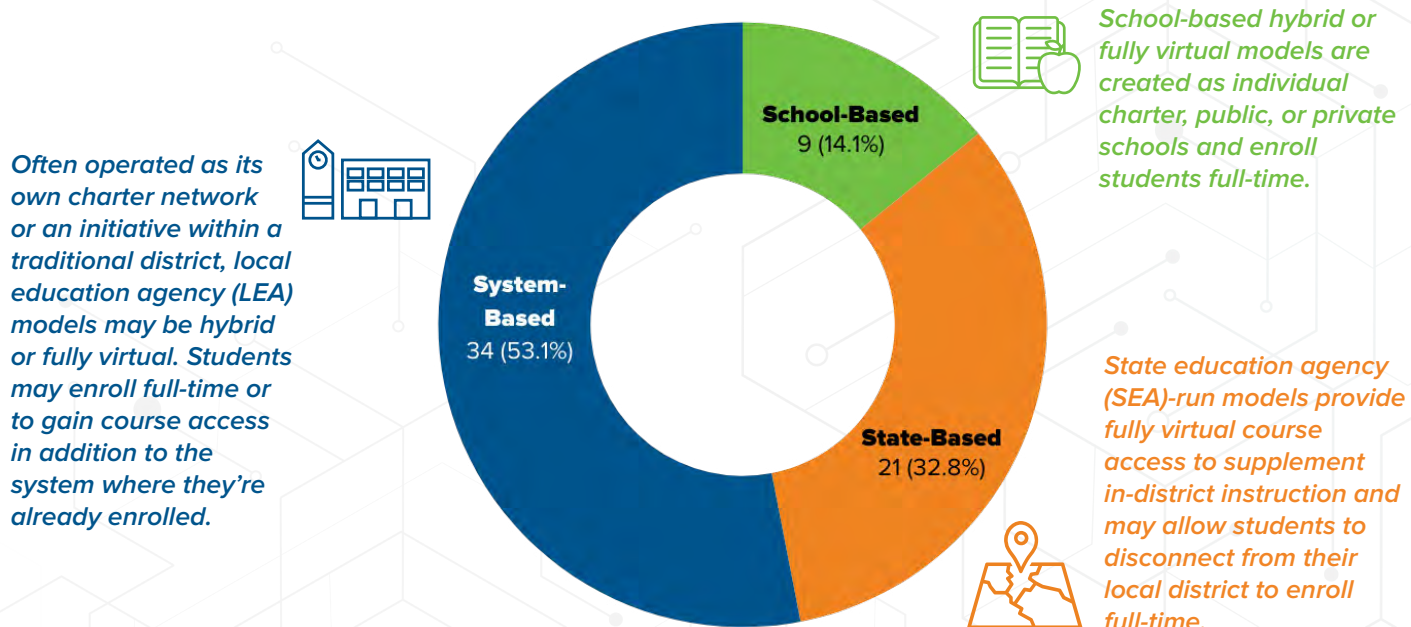
- » WHERE it happens,
- » WHY it is implemented, and
- » HOW it occurs.

## WHERE Virtual Learning Happens

Virtually-supported models exist at the state, system, school, and classroom levels. Pre-pandemic, educators frequently used terms like “flipped” and “blended” to describe the integration of virtual instruction within classrooms to personalize content and pacing for students (see *Appendix B* for definitions). **At the state, system, and school levels, these models may be fully virtual or hybrid, with students enrolling either full-time or part-time to access specific courses and experiences.**

Of the 64 models TLA examined, 21 operated as state-based, 34 as system-based, and nine functioned as standalone schools (see *Appendix C* for methodology and data tables). Within these locations, each model was intentionally designed to meet the needs of specific student groups.

Fig. 2. Context of Explored Virtually Supported Models





# Montana Digital Academy

*Extending Learning Opportunities in Montana Through State-Based Course Access*

Montana Digital Academy is a state virtual school that provides supplemental, flexible coursework options, for both original and college credit, serving students across Montana public schools.

**Montana Digital Academy (MTDA)** is a fully virtual program specifically designed to provide unique online opportunities to Montana students. For over a decade, MTDA has offered five core programs that support flexible learning with certified Montana teachers while students attend their local brick-and-mortar schools.

- » **Original Credit:** Students have the opportunity to virtually access a large library of courses beyond what their home school may be able to offer, extending the learning they would receive in their traditional brick-and-mortar school.
- » **FlexCAP:** This proficiency-based, asynchronous program allows students to access learning via an online platform, giving them greater flexibility in how they complete their assignments.
- » **Dual Credit:** Students complete and receive original and college credits from a Montana college while still enrolled in their high school.
- » **Advanced Placement (AP):** Students have access to AP courses such as statistics, microeconomics, and environmental sciences for both original and college credit.
- » **Middle School:** Students in the seventh and eighth grades can expand their learning in the arts, language, and other core subjects.

**Explore the full profile on our website.**

MTDA allows for expanded access to courses, particularly for students from rural areas where schools may not be able to offer the same diversity of classes. In addition, they have developed the **Planning Guide for AI: A Framework for School Districts** in partnership with **Michigan Virtual** to assist schools with integrating generative artificial intelligence technologies into learning experiences.





# WHY Students Engage in Virtual and Hybrid Learning

Different students engage in virtual learning for a variety of reasons – whether as full-time learners, to access specific courses, or in a hybrid environment where they can benefit from in-person opportunities. When thinking broadly about virtual and hybrid learning, **where** and **why** students engage needs to be taken into consideration as different models intend to support learners in different ways.

Students might choose a state-based model to gain access to courses not offered in their home district, or a fully virtual, system-based model for a more flexible, personalized learning experience offered by educators from their local district. Whether system- or school-based, hybrid models might give students meaningful in-person opportunities to collaborate with peers or engage in authentic projects in their community.

In our analysis, **all** of the state-based models were fully virtual, and 19 of the 21 provided individual course access to students across their state. In contrast, system- and school-based models offered both fully virtual and hybrid learning opportunities, although fewer allowed students to enroll solely for course access. Of note, for those that offered virtual or hybrid course access, many allowed students from neighboring schools or districts to enroll.

Table 1. Where and Why Students Engaged in Virtual and Hybrid Learning

	Fully Virtual		Hybrid		Course Access		Full-Time		Course Access & Full-Time	
	Count	%	Count	%	Count	%	Count	%	Count	%
State-Based	21	42.9%	0	0.0%	11	91.7%	2	5.1%	8	61.5%
System-Based	23	46.9%	11	73.3%	0	0.0%	30	76.9%	4	30.8%
School-Based	5	10.2%	4	26.7%	1	8.3%	7	17.9%	1	7.7%



# Cajon Valley Home School

*Meeting the Needs of Learners and Families With a System-Based Virtual School*

Cajon Valley Home School is a part of Cajon Valley Union School District and offers two virtual program options: synchronous teacher-led learning for grades 4-8 and homeschooling led by families for grades K-5, public schools.

**Cajon Valley Home School (CVHS)** serves 194 students from San Diego, Orange, Riverside, and Imperial counties in California. Over 70 percent of their enrolled students live in low-income communities, 19 percent are classified as multilingual learners, and 14.2 percent are identified as having a disability. Part of Cajon Valley Union School District, CVHS includes the system’s Virtual Learning Program as well as their Design Learning Academy. Core to their mission, CVHS partners with families to provide a flexible, personalized learning model that combines academic competencies, student interests, social-emotional skills, and creativity. In creating a connected virtual learning community, student strengths and individuality are valued, as they are encouraged to learn across traditional boundaries to access knowledge and demonstrate creativity.


CVHS utilizes district-created curricula to allow for a seamless transition between traditional brick-and-mortar schools and their virtual programs. To ensure every student is successful, both one-to-one and small-group support is available in synchronous and asynchronous formats with a certified educator. In addition, students have monthly in-person enrichment opportunities such as field trips, assemblies, and community gatherings to connect with their peers and teachers and strengthen a sense of belonging.

The Design Learning Academy employs a homeschool model in which parents and guardians teach lessons from the district-provided curriculum. It includes weekly parent check-ins with a teacher as well as weekly enrichment sessions for students.

See > Virtual Schools > Cajon Valley Home School Program

## Cajon Valley Home School Program

Cajon Valley Home School is a part of Cajon Valley Union School District and offers two virtual program options: synchronous teacher-led learning for grades 4-8 and homeschooling led by families for grades K-5, public schools.



Mission

Demographics

Experience Overview

Learning In Action

Teaching In Action

Conditions for Success

Other Key Highlights

### Mission


Cajon Valley Home School (CVHS) contains the school system's Virtual Learning Program as well as their Design Learning Academy. As a part of their mission, "CVHS partners with parents to provide an alternative educational program that combines academic competencies, student interests, social-emotional skills, and creativity into a personalized learning program. (They) provide a connected virtual learning community where strengths and individuality are valued, and students are encouraged to transcend traditional learning boundaries to access knowledge and creativity. (They) work collaboratively with families to provide access to technology, personalized learning, and resources to prepare students with the knowledge, skills, and attitudes necessary for lifelong learning and success."

### Demographics

CVHS serves 194 students from San Diego, Orange, Riverside, and Imperial counties in California. Over 70 percent of their enrolled students live in low-income communities, 19 percent are classified as multilingual learners, and 14.2 percent are identified as having a disability. CVHS is a part of Cajon Valley Union School District, a district that serves approximately 15,000 learners from suburban and rural contexts, the majority of whom identify as Latinx and qualify for free or reduced-priced meals.


### Experience Overview

CVHS operates the Virtual Learning Program, which is a district-led virtual school featuring lessons taught by certified Cajon Valley educators. Students attend daily Zoom lessons and engage in both synchronous and asynchronous coursework; attendance is taken daily based on students attending live Zoom sessions. To streamline this experience, CVHS leverages a learning management system (LMS) to provide tools for accessible daily lessons and communication with educators. Students who complete the eighth-grade curriculum matriculate to high school.



**Synchronous Virtual Learning**

Strategy: Schools use other synchronous live classes too.



**Virtual Advantages Strategy**

Schools have incorporated virtual techniques too.

### Learning In Action

CVHS utilizes district-created curricula that are aligned to Common Core State Standards and Next Generation Science Standards to allow for a seamless transition between traditional brick-and-mortar schools and their virtual programs. To ensure every student is successful, both 1:1 and small-group support is available in synchronous and asynchronous formats with a certified educator.

[Explore the full profile on our website.](#)



## HOW Virtual Learning May Occur

Virtual learning can occur in a number of different ways – or a combination of them. Students might complete virtual courses through a state-based school to recover lost credits or gain college credit through dual enrollment. They might participate in the hybrid school within their local district to complete real-world projects, or they could enroll in a completely self-paced, virtual school so that their learning better fits their schedules.

When students choose different types of virtual settings, they also benefit from different types of instructional practices. Notably, state-based models that primarily offer course access also offered higher percentages of *Career & College Prep* as well as *Dual Credit & Enrollment*. System- and school-based models all offered *Instruction in Core Subjects* as well as more *Personalized* instruction.

Table 2. Comparison of Instructional Practice and Location

Instructional Practice	State-Based		System-Based		School-Based		Total	
	Count	%	Count	%	Count	%	Count	%
Alternative Education	0	0.0%	2	5.9%	2	22.2%	4	6.3%
Blended Learning	2	9.5%	10	29.4%	4	44.4%	16	25.0%
Career & College Prep	20	95.2%	15	44.1%	7	77.8%	42	64.1%
Credit Recovery	13	61.9%	2	5.9%	1	11.1%	16	25.0%
CTE	8	38.1%	14	41.2%	3	33.3%	25	39.1%
Dual Credit & Enrollment	10	47.6%	9	26.5%	5	55.6%	24	37.5%
Instruction in Core Subjects	16	76.2%	34	100.0%	9	100.0%	59	92.2%
Learning Continuity	2	9.5%	5	14.7%	0	0.0%	7	10.9%
Personalized	12	57.1%	19	55.9%	5	55.6%	36	56.3%
Project-Based Learning	1	4.8%	7	20.6%	0	0.0%	8	12.5%
Real-World Learning	1	4.8%	4	11.8%	2	22.2%	7	10.9%
Self-Paced	3	14.3%	6	17.6%	1	11.1%	10	15.6%
Social-Emotional Learning	1	4.8%	1	2.9%	0	0.0%	2	3.1%
Standards/Competency-Based	4	19.0%	13	38.2%	2	22.2%	19	29.7%
	<i>n</i> =21		<i>n</i> =34		<i>n</i> =9		<i>n</i> =64	

\*The table should be interpreted as the number of models per location that reported each practice (i.e., all 34 of the system-based models reported that they offer Instruction in Core Subjects).





How students learn also varies based on the intention behind the model. Models that primarily provide course access, which are also fully virtual and largely state-based, tend to focus more on *Career & College Prep*, which includes AP classes, and *Dual Credit & Enrollment* options. Primarily fully virtual models that are system- or school-based provide consistent *Instruction in Core Subjects* such as ELA and math. Over 70% of the hybrid learning models in our sample incorporate *Blended Learning* as an instructional practice, and 60% include *Career Technical Education (CTE)*.

Table 3. Comparison of Instructional Practice and Primary Intention

Instructional Practice	Primarily Course Access		Primarily Fully Virtual		Hybrid Learning		Total	
	Count	%	Count	%	Count	%	Count	%
Alternative Education	0	0.0%	0	0.0%	4	26.7%	4	6.3%
Blended Learning	2	8.7%	3	11.5%	11	73.3%	16	25.0%
Career & College Prep	22	95.7%	10	38.5%	10	66.7%	42	65.6%
Credit Recovery	14	60.9%	2	7.7%	0	0.0%	16	25.0%
CTE	9	39.1%	7	26.9%	9	60.0%	25	39.1%
Dual Credit & Enrollment	11	47.8%	8	30.8%	5	33.3%	24	37.5%
Instruction in Core Subjects	18	78.3%	26	100.0%	15	100%	59	92.2%
Learning Continuity	2	8.7%	4	15.4%	1	6.7%	7	10.9%
Personalized	13	56.5%	15	57.7%	8	53.3%	36	56.3%
Project-Based Learning	1	4.3%	2	7.7%	5	33.3%	8	12.5%
Real-World Learning	1	4.3%	2	7.7%	4	26.7%	7	10.9%
Self-Paced	4	17.4%	5	19.2%	1	6.7%	10	15.6%
Social-Emotional Learning	1	4.3%	1	3.8%	0	0.0%	2	3.1%
Standards/Competency-Based	4	17.4%	7	26.9%	8	53.3%	19	29.7%
	n=23		n=26		n=15		n=64	



# Valor Preparatory Academy of Arizona

*Maximizing Online and In-Person Learning in a Hybrid Charter School*

Valor Preparatory Academy of Arizona is a hybrid, public charter school serving students in grades 6-12 in Goodyear, Arizona.

**Valor Preparatory Academy (VPA)** uses teacher-facilitated instruction, digital curriculum, and technology to develop Arizona college- and career-ready citizens as well as contributing members of the community. The school takes a gradual release approach, allowing students more flexibility to follow their passions once they have demonstrated competency in balancing online and face-to-face learning.

Students at VPA take courses using a digital curriculum both at home and on the school's campus where they attend in person from Monday to Thursday for four hours. When on campus, students apply their learnings from the online curriculum, receive optional tutoring, and can take free college classes through VPA's partner, Estrella Mountain Community College, which is located across the street from the campus. On Fridays, attendance is optional but students can receive additional tutoring and participate in club activities to deepen their relationships with peers.

VPA's model has three core components:

- » High-impact, applied learning during in-class experiences;
- » High-quality tutoring; and
- » High-level relationships to bring the experiences together.

To accomplish this, students at VPA engage in project-based learning focused on fostering creative problem-solving, communication, collaboration and creative thinking. The campus is designed to support students with this work by providing modular furniture and dedication collaboration spaces that can easily be customized based on student needs.

The screenshot shows a website profile for Valor Preparatory Academy of Arizona. At the top, there is a navigation link 'See > Virtual Schools > Valor Preparatory Academy of Arizona' and the school's name 'Valor Preparatory Academy of Arizona'. Below the name, it states 'Valor Preparatory Academy of Arizona is a hybrid, public charter school serving students in grades 6-12 in Goodyear, Arizona.' The main image is a young girl with curly hair wearing large headphones and smiling while waving her hand in front of a laptop. To the right of the image are social media icons for Facebook, Twitter, Pinterest, and YouTube. Below the image is a sidebar menu with options: Mission, Demographics, Experience Overview, Learning In Action, Teaching In Action, Conditions for Success, and Other Key Highlights. The main content area features three sections: 'Mission' with a quote about providing every student an educational experience, 'Demographics' stating the school is in a mid-sized, suburban setting with students from ages 11 to 22, and 'Experience Overview' describing the hybrid model and optional tutoring. The 'Learning In Action' section lists three core components: high-impact applied learning, high-quality tutoring, and high-level relationships.

*[Explore the full profile on our website.](#)*



# Understanding What Works, For Whom, and Under Which Conditions

Core to this work, we sought to understand how virtual and hybrid models accelerate learning for students who demonstrate “evidence of success.” Through our analysis, we uncovered the varied ways in which different models measure their effectiveness.

## What We Mean by *Learning Acceleration*...

Since the pandemic, discussion of student learning has shifted from a narrative of learning loss, to *unfinished learning*, to *learning acceleration*. Often, these framings take a narrow approach, focusing primarily on benchmark assessments in English/language arts (ELA) and math as *outcomes*.

High-quality virtual and hybrid models aim to ensure that every student receives the targeted support they need to equitably access learning opportunities and gain mastery of expected skills and content (e.g., common standards, competencies). This may include approaches that seek to fill gaps in specific prerequisite knowledge as well as opportunities that create new access to learning experiences and support previously unavailable to students. Most importantly, **many of these programs create opportunities for learning that might not otherwise be possible.**

For these reasons, our measurement of learning acceleration will include **both** progress on more traditional assessments **and** broader relevant measures that allow us to examine the degree to which students demonstrate the extent to which they have learned or acquired expected skills and content.



Fully virtual models that provide course access, such as state-based and some system-based models, often lack preexisting data from local schools and view students as “blank slates.” Since many of these models do not administer benchmark proficiency assessments or participate in state testing, they report metrics such as *Course Enrollment* and *Metrics Collected by Local School* as evidence of their success. Some state models, such as the Montana Digital Academy, have adopted proficiency-based assessment systems, reflecting a focus on individual student progress rather than traditional benchmark scores.





Table 4. Examination of Evidence Type Based on Location

Model	State-Based		System-Based		School-Based		Total	
	Count	%	Count	%	Count	%	Count	%
ACT/SAT/PSAT	2	9.5%	11	32.4%	1	11.1%	14	21.9%
Advanced Coursework Enrollment	0	0.0%	10	29.4%	7	77.8%	17	26.6%
Attendance	1	4.8%	11	32.4%	2	22.2%	14	21.9%
College Acceptance Rates	0	0.0%	3	8.8%	0	0.0%	3	4.7%
Course Enrollments	12	57.1%	2	5.9%	1	11.1%	15	23.4%
Course Pass Rates	6	28.6%	4	11.8%	2	22.2%	12	18.8%
Graduation Rates	3	14.3%	22	64.7%	3	33.3%	28	43.8%
Metrics Collected by Local School	18	85.7%	3	8.8%	0	0.0%	21	32.8%
Standardized Assessments	7	33.3%	26	76.5%	6	66.7%	39	60.9%
State Graduation Requirements	2	9.5%	9	26.5%	2	22.2%	13	20.3%
Students Reached	10	47.6%	15	44.1%	1	11.1%	26	40.6%
	n=21		n=34		n=9		n=64	

Table 5. Examination of Evidence Type and Intention

Model	Course Access		Fully Virtual		Hybrid Learning		Total	
	Count	%	Count	%	Count	%	Count	%
ACT/SAT/PSAT	2	8.7%	7	26.9%	5	33.3%	14	21.9%
Advanced Coursework Enrollment	2	8.7%	8	30.8%	5	33.3%	15	23.4%
Attendance	1	4.3%	9	34.6%	4	26.7%	14	21.9%
College Acceptance Rates	0	0.0%	2	7.7%	1	6.7%	3	4.7%
Course Enrollments	13	56.5%	2	7.7%	0	0.0%	15	23.4%
Course Pass Rates	7	30.4%	3	11.5%	2	13.3%	12	18.8%
Graduation Rates	4	17.4%	15	57.7%	9	60.0%	28	43.8%
Metrics Collected by Local School	18	78.3%	3	11.5%	0	0.0%	21	32.8%
Standardized Assessments	8	34.8%	22	84.6%	9	60.0%	39	60.9%
State Graduation Requirements	2	8.7%	6	23.1%	5	33.3%	13	20.3%
Students Reached	11	47.8%	10	38.5%	5	33.3%	26	40.6%
	n=23		n=26		n=15		n=64	



Whether primarily fully virtual or hybrid, many system- and school-based models reported metrics such as Graduation Rates, Students Reached, and Growth on Standardized Assessments such as Curriculum Associates' i-Ready or NWEA MAP. However, interviews with school leaders revealed an important caveat: **many of these models often – and by design – seek to serve students who have been “failed by the system.” Therefore, focusing solely on proficiency scores does not provide a complete picture of effectiveness.** As one leader explained, many students enroll in their virtual school due to behavioral challenges that prevent them from thriving in physical classrooms. For these students, attending and completing courses is a significant indicator of success, even if their proficiency benchmark assessments may be lower than the district average.

### Equity Challenge: In-Person Assessment Requirements for Virtual Learners

Fully virtual models often re-engage students who had been previously disengaged in school whether due to social anxiety, health concerns, transportation challenges, or learning differences. However, in many states, students are required to take state assessments in person. Not only does this create undue stress, but it also prevents students from performing their best as they are required to take a test in an unfamiliar learning environment. **Three of the nine leaders interviewed noted that many of their families reported that students would not attend in person to take assessments because of fear, stress, or anxiety.** They also explained that the tests were not the best representations of their students' learning, as they more often demonstrated proficiency on standards or competencies through projects, papers, or other performance-based assessments. While it is critically important to assess student learning, leaders and policymakers also need to think about different contexts in which to collect that data.



Finally, many of these models offer dual enrollment, CTE opportunities, project-based learning (PBL), and personalized or competency-based learning experiences. Because they leverage non-traditional metrics, their evidence of success varies widely and does not always conform to conventional measures. Interviews also revealed that while elementary and middle schools may use formative assessment systems, most high schools rely on standardized measures such as SAT/ACT scores or state testing to evaluate ELA and math proficiency (16 of the 64 models in our system reported using ACT scores). This diversity in assessment practices highlights the need for a nuanced, context-specific approach to understanding “evidence of success” in virtual and hybrid learning environments.



## Next Steps

This landscape scan pushed us to think about how quality virtual and hybrid models can serve students in ways that traditional brick-and-mortar settings may fail to do. Before thinking about virtual or hybrid learning models as a monolith associated with learning loss, we challenge leaders and policymakers to consider the following trends across our landscape scan:

- Students have greater control and agency over when, how, where, and from whom they learn.
- Families choose models that better fit both their needs and their children's.
- Schools leverage virtual and hybrid learning to re-engage students who might otherwise be disengaged, whether by allowing them greater course access or combating chronic absenteeism.
- Systems take advantage of virtual and hybrid options to increase learning opportunities for students without always needing additional teachers.

All of this potential, however, hinges on the quality of the model. During the spring of 2024, TLA began a deep-dive into six high-quality virtual or hybrid models run by public systems. Each has been intentionally designed to meet the specific needs of the students in their immediate context. Over the next year, TLA will be conducting a rigorous analysis to add to the evidence base around virtual and hybrid learning and translate successful strategies and practices to the field.

### Virtual and Hybrid Learning Resources From TLA

To explore even more about virtual and hybrid learning, explore the following resources created by the TLA team.

- » [Report: Driving Quality in Virtual & Remote Learning - A framework for research-informed remote experiences for K-12 learners](#)
- » [Profiles: Virtual & Hybrid School Models](#)
- » [Problem of Practice Series: Strategies for Virtual, Remote, and Hybrid Learning](#)





# Appendix A: Discussion of the Evidence Surrounding Virtual Learning

From the outset of the pandemic, conversations about learning loss emerged. Across studies, some researchers compared historical scores with 2020-21 data using in-school assessments from platforms such as i-Ready or MAP, while others used statistical models to explore the long-term impacts on student performance. Since the release of the 2022-23 National Assessment of Educational Progress (NAEP) data, this focus on “learning loss” and the need for acceleration has remained at the forefront.

Several high-profile reports and studies attributed this “learning loss” and other negative health effects to emergency remote learning brought on by the pandemic. As a result, much of the sector attributed worsening achievement gaps to school closures, falsely conflating emergency remote instruction with virtual and hybrid instruction. In contrast, numerous meta-studies indicate that virtual and hybrid models have the potential to accelerate learning while meeting the unique needs of students.

- A 2013 meta-analysis<sup>1</sup> revealed that, on average, **students in online learning environments performed moderately better than those in face-to-face classes.**
- An examination of a decade of blended learning studies from 2010-20 found that **blended learning can significantly improve academic performance.**<sup>2</sup>
- More recently, an international meta-study<sup>3</sup> examined primary studies from seven countries including the U.S. and found a **moderate association between online learning and learning achievement.** The researchers indicated that the effect varied due to the variation in the implementation, including the need to consider the types of online environments, learning activities, and instructional strategies.
- A 2022 meta-analysis of 44 international studies of hybrid models **indicated some level of positive effect.**<sup>4</sup>

It should be noted that multiple meta-analyses have presented what could be confusing evidence, with some indicating a positive effect on student achievement with others finding more varied outcomes. Some evidence indicates that technology can support learning acceleration. A meta-study of 31 empirical examinations of the effects of computer technology on math achievement suggested statistically significant, positive effects, particularly for students previously classified as low-achieving. Similarly, a study of 2,500 German students revealed that low-achieving students made more progress than their peers when using a curriculum-based online learning platform for math, intimating that the technology could be a factor in narrowing gaps.

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1 Means et al. (2013)

2 Li & Wang (2021)

3 Ulum (2022)

4 Kazu & Yalçınii (2022)





# Appendix B: Landscape Scan Methodology and Data

To conduct this landscape scan, we first sourced the names of fully virtual and hybrid models from our past work as well as the examples presented in the [2024 National Educational Technology Plan \(NETP\)](#). We then reached out to experts in the field such as the organizers of the [Digital Learning Annual Conference \(DLAC\)](#) and the [Virtual Learning Leadership Alliance \(VLLA\)](#). Finally, we interviewed a variety of leaders from virtual and hybrid schools or systems that had some evidence of success.

	Location	Course Access / Full Time	Fully Virtual / Hybrid	Model	Grade Levels	Total # Students	Evidence Type	Model Description
<a href="#">Map Academy</a>	School-Based	Full Time	Hybrid Learning	Competency-based; Alternative; Career Development	9-12	223	State proficiency, state graduation requirements, advanced coursework enrollment	Students from Massachusetts enter into Map Academy (MAP) via a lottery process. An alternative charter high school, MAP takes a competency-based, personalized approach to serve students who were not well-supported in a traditional system.
<a href="#">Matrix for Success Academy</a>	School-Based	Full Time	Hybrid Learning	Competency-based; Alternative; Personalized; Phases instead of Age-Based Grade Levels	9-12	170	Graduation Rate, SAT/ACT/PSAT	A competency-based, flexible, hybrid program run as a charter school in Los Angeles, Matrix uses a three-phased academic model, called Diploma Plus (DP), that doesn't involve grade-based classes or groupings of students. Instead, students advance at their own pace and are promoted or graduated according to their abilities in core competencies – rather than seat time, age, or credits.
<a href="#">Virtual Innovators Academy NYC (VIANYC)</a>	System-Based	Full Time	Fully Virtual	PBL; Personalized; Competency-Based, Big Picture Learning; Future Ready	9-10	257	Standardized Assessments	Virtual Innovators Academy NYC provides a fully virtual, personalized experience for students. Utilizing Big Picture Learning and Future Ready models, as well as competency-based assessments, high school students engage in project-based learning and work-based courses to meet their individualized goals.



## Appendix B: Landscape Scan Methodology and Data

	Location	Course Access / Full Time	Fully Virtual / Hybrid	Model	Grade Levels	Total # Students	Evidence Type	Model Description
<a href="#">Illinois Virtual Schools and Academy</a>	State-Based	Course Access & Full Time	Fully Virtual	Personalized; Credit Recovery, AP/Honors, Standards-Aligned; Teacher Shortage Solution	5-12	N/A	Metrics Collected by Local School Systems	Students from across the state can enroll in the Illinois Virtual Schools and Academy through their school district for full-time learning, supplemental courses, or as a solution to teacher shortages. With their flexible and individualized options, students have the opportunity to customize their learning to engage in AP coursework, credit recovery, electives, and core courses.
<a href="#">VLACS</a>	State-Based	Course Access & Full Time	Fully Virtual	Individualized; Standards Aligned (National and State); Self-Paced; Competency-Based; One-on-One Instructor Support	K-12+	10,000+	State Proficiency, State Graduation Requirements	VLACS is a competency-based, fully virtual, state-approved charter school serving learners from elementary school through adulthood in New Hampshire and globally. Their flexible model connects students with one-on-one instructor support and is completely self-paced, allowing for students to customize their learning experiences to match their academic and career goals.
<a href="#">Great Hearts Online (Tuition-Free)</a>	System-Based	Full Time	Fully Virtual	Classical Liberal Arts Curriculum; Flex Program (Fully Asynchronous Courses); Focus on Cognitive, Emotional, and Moral Education	K-10 (Adding 11th and 12th in Subsequent Years); K-6 for Flex	989	State Proficiency; College Credit	Great Hearts Online offers virtual, full-time learning for students in Texas and Arizona, while offering a fully asynchronous FLEX Program for students nationally. Utilizing a classical liberal arts curriculum, students focus on cognitive, emotional, and moral education to engage in core subjects, the arts, and world languages.  <i>* Please note that the demographic data associated with this school only accounts for the Texas online school.</i>



## Appendix B: Landscape Scan Methodology and Data

	Location	Course Access / Full Time	Fully Virtual / Hybrid	Model	Grade Levels	Total # Students	Evidence Type	Model Description
<a href="#">ACCESS Virtual Learning</a> with Alabama State D.O.E.	State-Based	Course Access	Fully Virtual	Personalized; AP/Honors; Electives; Self-Paced; Credit Recovery; Dual Enrollment	6-12	30,000	Metrics Collected by Local School Systems	ACCESS Virtual Learning expands course access for middle and high school students attending their local community schools in the state of Alabama. Students have the opportunity to enroll in virtual honors courses, AP classes, dual enrollment, electives, and credit recovery.
<a href="#">Colorado Digital Learning Solutions</a>	State-Based	Course Access	Fully Virtual	Standards-Based; Credit Recovery; AP/Honors; CTE; Dual Enrollment; College Prep	K-12	22,000	Pass Rate; Students Reached; Metrics Collected by Local School Systems	Colorado Digital Learning Solutions supports middle and high school students across the state with access to virtual, standards-based, supplemental courses focused on credit recovery, career and technical education, dual enrollment, college preparation, and AP. Additionally, elementary students can enroll in core subjects and electives via their local school.
<a href="#">Capital Area Online Learning Association (CAOLA)</a>	State-Based	Course Access / Full Time	Fully Virtual	Dual Enrollment; Personalized; Standards-Aligned; AP/Honors; CTE	K-12	15,000+	Students Reached; Course offerings; Metrics Collected by Local School Systems	Capital Area Online Learning Association (CAOLA) partners with local schools to offer students in grades K-12 flexible, virtual learning opportunities. Students can choose from a vast catalog of interest-based courses, dual enrollment, AP, and CTE opportunities, with strategic supports and accommodations provided for students with disabilities, English learners, and gifted and talented students.



## Appendix B: Landscape Scan Methodology and Data

	Location	Course Access / Full Time	Fully Virtual / Hybrid	Model	Grade Levels	Total # Students	Evidence Type	Model Description
<a href="#">Georgia Virtual School</a>	State-Based	Course Access	Fully Virtual	CTAE; Credit Recovery; Personalized (Summer Remediation); AP/Honors	6-12 (serve MS and HS)	30,000+	Course Offerings; Students Reached; Metrics Collected by Local School Systems	Georgia Virtual School expands high school course access through virtual learning for both middle and high school students in Georgia and beyond, with options ranging from core subjects, credit recovery, AP, career, technical, and agricultural education, and electives. Further, Georgia Virtual School offers summer opportunities for students to support both remediation and acceleration.
<a href="#">Idaho Digital Learning Alliance</a>	State-Based	Course Access	Fully Virtual	CTE; Dual Credit; AP; Credit Recovery	K-12	43,972	Metrics Collected by Local School Systems	Idaho Digital Learning Alliance (IDLA) offers flexible, virtual opportunities for students across the state to access personalized learning, career and technical education, dual enrollment, AP, and credit recovery. Through the IDLA Program Pathways, students earn industry certificates or an associate's degree prior to high school graduation.
<a href="#">Indiana Online</a>	State-Based	Course Access / Full Time	Fully Virtual	Learning Continuity; Standards-Aligned (According to Indiana State Standards); Personalized; AP; Dual Credit	K-12	N/A	Course Offerings; Metrics Collected by Local School Systems	Indiana Online provides multiple, flexible pathways for students to engage in personalized, online learning including a full-time academy, tutoring, FlexEd, EdReady Indiana, and supplemental courses. Students maintain enrollment in their local school, which pays a fee for their coursework, allowing students and families to stay connected to their school communities.





## Appendix B: Landscape Scan Methodology and Data

	Location	Course Access / Full Time	Fully Virtual / Hybrid	Model	Grade Levels	Total # Students	Evidence Type	Model Description
<a href="#">Launch Virtual Learning</a>	State-Based	Course Access / Full Time	Fully Virtual	Standards-Aligned to MO State Standards); Personalized (HS); Career & College Prep; Dual Credit, Credit Recovery, AP/Honors	K-12	N/A	Metrics Collected by Local School Systems; Course Offerings	Launch Virtual Learning provides a full-time, live virtual school for elementary students, with more flexible options for middle and high schoolers in Missouri. Secondary students enroll full-time or by course, with offerings including career and college prep, dual credit, credit recovery, and AP.
<a href="#">Michigan Virtual</a>	State-Based	Course Access / Full Time	Fully Virtual	Comprehensive (Dual Enrollment; AP; Credit Recovery; World Language); Competency-Based	3-12	18,898	Metrics Collected by Local School Systems; Students Engaged, Course Enrollments	A competency-based model, Michigan Virtual expands course access to students across the state with offerings including summer enrichment, dual enrollment, AP, world languages, and credit recovery. Courses are structured in four-week sessions and allow for pacing flexibility to ensure student success.
<a href="#">Montana Digital Academy</a>	State-Based	Course Access	Fully Virtual	Dual Credit; PBL; Competency-Based (Jobs for American Graduates Core Competencies); AP; FlexCAP	6-12	4,041	Course Offerings; Metrics Collected by Local School Systems	Montana Digital Academy is a flexible option for secondary students in Montana to expand coursework options including dual credit, original credit, Indigenous languages, electives, short courses, FlexCAP, and AP. Further, students can explore careers with Jobs for Montana Graduates, allowing students to engage in project-based learning and connect with employers.



## Appendix B: Landscape Scan Methodology and Data

	Location	Course Access / Full Time	Fully Virtual / Hybrid	Model	Grade Levels	Total # Students	Evidence Type	Model Description
<a href="#">North Carolina Virtual Public School</a>	State-Based	Course Access	Fully Virtual	Standards-Aligned (NC Common Core); Credit Recovery; Occupational Course of Study (OCS); AP/Honors; Social and Emotional Learning; Blended Learning	6-12	31,609	Students Reached; Course Offerings; Metrics Collected by Local School Systems	North Carolina Virtual Public School, the second-largest virtual school in the country, engages secondary learners in virtual coursework ranging from credit recovery, Occupational Course of Study, AP, and social-emotional learning. Their 31,609 students have an 81% pass rate with over 52,000 course enrollments.
<a href="#">North Dakota Center for Distance Education</a>	State-Based	Course Access / Full Time	Fully Virtual	Individualized; Credit Recovery; AP/Honors; Dual Credit; Asynchronous; Rolling Enrollment	K-12	6,827	Students Reached; Course Offerings; Metrics Collected by Local School Systems	North Dakota Center for Distance Education offers flexible, rolling enrollment into their supported, asynchronous courses. Students from both in and out of state may engage in learning for core classes, credit recovery, dual credit, or AP.
<a href="#">Niswonger Online</a>	State-Based	Course Access	Fully Virtual	Career & College Prep; CTE	8-12	1,000+	Course Offerings; Metrics Collected by Local School Systems	Niswonger Online serves students from Tennessee with supplemental course offerings including AP (through AP Access for ALL) and career and technical education around professions ranging from teaching to cybersecurity and more.



## Appendix B: Landscape Scan Methodology and Data

	Location	Course Access / Full Time	Fully Virtual / Hybrid	Model	Grade Levels	Total # Students	Evidence Type	Model Description
<a href="#">Virtual South Carolina</a>	State-Based	Course Access	Fully Virtual	Standards-Aligned; Personalized; Credit Recovery; AP; Flexibility to Achieve Graduation	6-12	32,460	Course Completion Rates; Metrics Collected by Local School Systems	Virtual South Carolina is a supplemental course provider focused on personalizing learning experiences to support student success, including offering flexibility to earn original credit for high school graduation. Students from South Carolina can enroll in courses that may not be accessible in their local schools, including AP, world languages, credit recovery, and career and technical education.
<a href="#">Virtual Virginia</a>	State-Based	Course Access / Full Time	Fully Virtual	Dual Enrollment; Work-Ready Cybersecurity Certification; AP/ Honors; Core Instruction K-5; Secondary Summer; CTE; Pathways (Flexibility)	K-12	3,374	Course Offerings; Metrics Collected by Local School Systems	Offering both full-time and part-time virtual learning, Virtual Virginia offers students needed flexibility to learn through supplemental coursework at their local school or all subjects at home. Opportunities include dual enrollment, career and technical education courses (with some awarding industry certifications), summer learning, and credit recovery.
<a href="#">Wisconsin eSchool Network</a>	State-Based	Course Access	Fully Virtual	Blended Learning; Career & College Readiness; AP/ Honors; Credit Recovery; Electives	K-12	N/A	Course Completion Rate; Students Reached; Metrics Collected by Local School Systems	As the largest virtual learning consortia in the United States, Wisconsin eSchool Network (WEN) partners with schools and systems to build robust blended learning opportunities to transform learning experiences for students. Through their network, WEN is able to support local schools and students with courses that may be taught within or outside of the school in areas such as college and career readiness, AP, credit recovery, and electives.



## Appendix B: Landscape Scan Methodology and Data

	Location	Course Access / Full Time	Fully Virtual / Hybrid	Model	Grade Levels	Total # Students	Evidence Type	Model Description
<a href="#">Wisconsin Virtual School</a>	State-Based	Course Access	Fully Virtual	Personalized; Credit Recovery, AP/Honors; Career & College Readiness	K-12	N/A	Students Reached; Metrics Collected by Local School Systems	As a supplemental virtual course provider, Wisconsin Virtual School offers AP, elective, credit recovery, core subject, and career and technical education courses for students in grades K-12. Students remain enrolled in their local schools, offering flexibility and course access while remaining connected to their communities.
<a href="#">Idaho Virtual Academy</a>	State-Based	Full Time	Fully Virtual	College & Career Prep; Credit Recovery; Real-World Learning; Comprehensive; AP/Honors; Personalized	K-12	1,922	State Proficiency; Progress Toward Graduation; Attendance	A public virtual school serving students from across the state, Idaho Virtual Academy focuses on providing learners with a personalized experience and career and college prep starting in middle school. The competency-based model allows students to advance through coursework at their own pace, allowing for needed flexibility, with course offerings ranging from core subjects to dual credit, honors, AP, and credit recovery.
<a href="#">Arkansas Virtual Academy</a>	State-Based	Full Time	Fully Virtual	College & Career Prep; Comprehensive; AP/Honors; Career Coaching, CTE Certifications	K-12	3,733	Graduation Rate; SAT/ACT/PSAT; State Proficiency	Arkansas Virtual Academy is a full-time, public virtual school for students across the state, employing a strong focus on personalized, competency-based learning centered on building career and college readiness. Students complete courses in core subjects and the arts, and have access to career coaching, career and technical education, earning industry certifications, AP, and credit recovery.





## Appendix B: Landscape Scan Methodology and Data

	Location	Course Access / Full Time	Fully Virtual / Hybrid	Model	Grade Levels	Total # Students	Evidence Type	Model Description
<a href="#">Greater Commonwealth Virtual School (GCVS)</a>	School-Based	Full Time	Fully Virtual	Personalized; AP/Honors; Dual Enrollment	K-12	1,161	Advanced Coursework Completion Rate; State Proficiency	The Greater Commonwealth Virtual School is a public, full-time virtual school serving students from Massachusetts with flexible synchronous and asynchronous options. Students engage in personalized, interest-focused learning in core subjects, electives, dual enrollment, AP, and honors courses.
<a href="#">Texas Tech University K-12 (TTU K-12)</a>	System-Based	Full Time	Fully Virtual	Credit by Exam (CBE); Individualized; Learning Continuity; Standards-Aligned (State); Flexible Enrollment; Global Classrooms	K-12	977	Advanced Coursework Completion Rate, Ninth Grade On-Track; Course Completion Rate; Graduation Rate; State Proficiency; Post-Secondary Enrollment	Offering flexible, open enrollment for both full-time learning and individual courses, Texas Tech University K-12 (TTU K-12) is an online school serving students both in Texas and globally. Students benefit by experiencing individualized, self-paced learning with the opportunity to earn credit by exam.
<a href="#">ASU Prep Digital</a>	System-Based	Full Time	Fully Virtual	Personalized; PBL; College Prep, VIP Admission to ASU; Leadership Training; Learning Success Coach; Discussion-Based Assessment	K-12	3,457	Proficiency Rate; College Acceptance Rates; ACT/SAT/PSAT	Connected to Arizona State University, ASU Prep Digital provides personalized, full-time and part-time instruction with a focus on college preparation. Students benefit from taking university courses, earning dual credit, and receiving VIP admission to Arizona State University.



## Appendix B: Landscape Scan Methodology and Data

	Location	Course Access / Full Time	Fully Virtual / Hybrid	Model	Grade Levels	Total # Students	Evidence Type	Model Description
<a href="#">Da Vinci Schools</a>	System-Based	Full Time	Hybrid Learning	CTE; PBL; Real-World Learning; Mastery-Based Grading; AA or BA Completion	TK-12	814	State Proficiency, College Acceptance Rates	Da Vinci Schools comprises six hybrid public charter schools in Los Angeles, offering real-world project-based learning, mastery-based grading, and college and career preparation. Students at Da Vinci Schools have the opportunity to complete an associate's or bachelor's degree while in high school and engage with over 100 industry partners to explore careers and build social capital.
<a href="#">Dallas Hybrid Prep</a>	System-Based	Full Time	Hybrid Learning	Gamification, STEM Project-Based Learning, and Career Readiness; 3 Days at Home, 2 Days on Campus	3-8	70	State Proficiency	Dallas Hybrid Prep offers two days of in-person learning and three days at home, with a focus on gamification, project-based learning, and college and career readiness. The school is a part of the Dallas Independent School District and supports learners with personalized, flexible instruction and multiple extracurricular opportunities to engage in their interests.
<a href="#">Education Imagine Academy</a>	System-Based	Full Time	Fully Virtual	Competency-Based; Flexibility; eSports (Supports Problem-Solving and Problem-Based Learning)	K-12	610	Graduation Rate; Standardized Assessments	Education Imagine Academy is a fully virtual school in Wichita Public Schools' portfolio. With a focus on competency-based learning, students benefit from flexibility, problem-based learning, and esports such as Minecraft and Rocket League.



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	Location	Course Access / Full Time	Fully Virtual / Hybrid	Model	Grade Levels	Total # Students	Evidence Type	Model Description
<a href="#">Empower[Ed]</a>	System-Based	Course Access / Full Time	Hybrid Learning	Community-Embedded PBL; CTE; Student-Centered Learning; Competency-Based	11-12	~100	Standardized Assessments; Graduation Rates	Bismarck Public Schools offers EmpowerEd to provide hybrid, competency-based learning focused on student interest. High school students benefit from learning core subjects through their career interests, engaging in community-embedded, project-based learning, and earning credits via self-directed learning.
<a href="#">GEM Prep</a>	System-Based	Full Time	Fully Virtual	Competency-Based; Colege Prep, Real-World Learning; AA or College Credits; Personalized	K-12	285	Graduation Rate; SAT/ACT/PSAT; Standardized Assessments	GEM Prep has seven public charter schools in Idaho, offering both hybrid and fully online learning opportunities. Their competency-based model facilitates real-world learning with students graduating with either an associate's degree or 18+ college credits.
<a href="#">iUniversity Prep</a>	School-Based	Full Time	Fully Virtual	Dual Credit; AP	5-12	1,340	State Proficiency; Graduation Rates; Pass Rate	iUniversity Prep is a free, online public school in Texas for students who passed previous state assessments and demonstrated 90% or greater levels of attendance. The school offers rigorous instruction with dual credit and AP opportunities.
<a href="#">KIPP DC - Virtual Learning Program</a>	System-Based	Full Time	Fully Virtual	8th Grade Algebra; Small-Group Instruction; Live Instruction	5-12	200	State Proficiency; Metrics Collected by Local School Systems	KIPP DC Virtual Learning Program is a public charter school offering live online instruction, small groups, and algebra in eighth grade. Students residing in Washington, D.C. can enroll via a lottery process.



## Appendix B: Landscape Scan Methodology and Data

	Location	Course Access / Full Time	Fully Virtual / Hybrid	Model	Grade Levels	Total # Students	Evidence Type	Model Description
<a href="#">Michigan Connections Academy</a>	System-Based	Full Time	Fully Virtual	Personalized; Advanced Learning, Special Education; College and Career Prep; Honors; AP; CTE	K-12	1,656	State Proficiency; Advanced Coursework Enrollment; Graduation Rates	Michigan Connections Academy is a fully virtual public school for students across the state, offering personalized learning with opportunities for gifted, talented, and accelerated learning, special education, and college and career preparation. Students have the opportunity to engage in elective career and technical education, AP, and honors courses.
<a href="#">Novi Virtual</a>	System-Based	Course Access / Full Time	Fully Virtual	Standards-Based, Aligned Curriculum; AP; IB; Blended Schedule in 7-12	K-12	215	State Proficiency; Graduation Rates; Pass Rate	Novi Virtual is a part of the larger Novi Community School District, offering both full-time virtual and blended learning opportunities for Novi students, as well as students from partner districts who maintain their enrollment. Students have the opportunity to take AP and IB courses, and they can engage in in-person events to build community.







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	Location	Course Access / Full Time	Fully Virtual / Hybrid	Model	Grade Levels	Total # Students	Evidence Type	Model Description
<a href="#">NYC School Without Walls (SWOW)</a>	System-Based	Full Time	Hybrid Learning	PBL; Real World Learning; Internships; College Classes; Passion Projects as Core Curriculum (Individualized Learning Plan); Service and Community Engagement; Student Agency; Competency-Based Reports Instead of Grades; Early College	9-12	60	Pass Rate	NYC School Without Walls is a competency-based public high school, centered on real-world, project-based learning where every student creates individualized learning plans and passion projects to engage with their communities. In their model, students learn through an interdisciplinary curriculum focused on individualized research, while also providing opportunities to take early college classes and participate in internships.
<a href="#">P-CCS Virtual Academy</a>	System-Based	Full Time	Fully Virtual	Core Instruction	K-12	299	State Proficiency; ACT/SAT/PSAT	P-CCS Virtual Academy is a part of Plymouth-Canton Community Schools in Michigan, presenting students a virtual learning option. Students engage in both asynchronous and synchronous lessons, offering flexibility for participating students. In addition, they have access to in-person clubs and sports at the middle and high school levels.



## Appendix B: Landscape Scan Methodology and Data

	Location	Course Access / Full Time	Fully Virtual / Hybrid	Model	Grade Levels	Total # Students	Evidence Type	Model Description
<a href="#">Village High School</a>	System-Based	Full Time	Hybrid Learning	Workplace Model; Individualized; Core Learning at Home, Reinforced Learning In Person; Self-Paced; Passion Projects; Mentors; AP; CTE; Competency-Based	9-12	447	Graduation Rate; SAT/ACT/PSAT; State Proficiency	Village High School, located in Academy District 20 in Colorado, offers a flexible, hybrid learning experience using a competency-based workplace model. Students engage in learning at their own pace with course-based deadlines and have access to mentors, AP courses, career learning, and passion projects.
<a href="#">Tacoma Online</a>	System-Based	Full Time	Fully Virtual	Personalized; Independent Learning; PACE Coach	K-12	1,655	State Proficiency; Graduation Rate	Tacoma Online serves students in Tacoma, WA with personalized, independent learning. Students work with a PACE coach to support their coursework progress, understanding of digital tools, and overall success.
<a href="#">Great Minds Virtual</a>	School-Based	Full Time	Fully Virtual	Personalized; Small Class Sizes	MS	120	Standardized Assessments	Great Minds Virtual is a national, tuition-free school offering personalized instruction with small class sizes. Learning is focused on building knowledge, community, and curiosity through social-emotional learning, rigorous curriculum, and collaborative discourse.



## Appendix B: Landscape Scan Methodology and Data

	Location	Course Access / Full Time	Fully Virtual / Hybrid	Model	Grade Levels	Total # Students	Evidence Type	Model Description
<a href="#">Cajon Valley Design Learning Academy and Virtual Learning Program</a>	System Based	Full Time	Fully Virtual	Blended Learning; Independent Study	K-8	250	State Proficiency; Attendance	The Cajon Valley Design Learning Academy and Virtual Learning Program contains two learning models: the first offering full-time virtual learning and the second focused on independent study in a home school model. Both models offer in-person opportunities for students and families to build connections and foster a sense of belonging.
<a href="#">Trinity Charter in Texas (Reclaim Academy)</a>	System-Based	Full Time	Hybrid Learning	Individualized; Guided Graduation Planning; Career Exploration; Student-Led Conferences; Alternative School; Mastery-Based Assessments	9-12	N/A	Standardized Assessments; Graduation Rates	Trinity Charter Schools Reclaim Academy is a virtual, tuition-free alternative school for high school students at risk of dropping out. The school provides individualized learning with mastery-based assessments, supporting students with guided graduation planning and career exploration.
<a href="#">Travis Hill in New Orleans</a>	System-Based	Full Time	Hybrid Learning	Student-Centered; Relevant, Short Thematic Units; Blended Learning	The Orleans Justice Center: Ages 16-21; The Juvenile Justice Intervention Center: Ages 13-18	OJC - 55 JJIC - 40	State Graduation Requirements; Students Reached	Travis Hill Schools, operated by BreakFree Education, serves students at both a juvenile justice center and an adult jail in New Orleans, Louisiana. Utilizing a student-centered, blended learning approach, students engage in relevant, short thematic units to support their learning and preparation for school and beyond.



## Appendix B: Landscape Scan Methodology and Data

	Location	Course Access / Full Time	Fully Virtual / Hybrid	Model	Grade Levels	Total # Students	Evidence Type	Model Description
<a href="#">Friendship Online Academy</a>	System-Based	Course Access / Full Time	Fully Virtual	Personalized; Self-Paced; Advanced Learning; High-Interest Courses	PK-8; 9-12	635	State Proficiency; Graduation Rate; College Acceptance Rates	Friendship Online Academy is a public charter school, serving residents of Washington, D.C. with personalized, self-paced learning. Students have opportunities to engage in advanced learning and high-interest courses, using curriculum from K12 and Edmentum.
<a href="#">Build UP Community School</a>	School-Based	Full Time	Hybrid Learning	CTE; Workforce Development Model; Paid Apprenticeships; Anti-Gentrification Revitalization Model; Associate's Degree	9-12; Freshman and Sophomore Year of College	75	Advanced Coursework Enrollment	Build UP Community School leverages a workforce development and anti-gentrification revitalization model to provide students with hands-on, real-world learning that results in career expertise and an associate's degree. Students learn through multiple modalities, including virtual tools, paid apprenticeships, and personalization, to accelerate learning and build local expertise.
<a href="#">Virtual Arkansas</a>	State-Based	Course Access	Fully Virtual	Learning Continuity; CTE; AP; Concurrent Credit	7-12	N/A	Course Offerings; Metrics Collected by Local School Systems	Virtual Arkansas partners with school systems across the state to provide virtual courses including career and technical education, AP, and concurrent credit. Students engage in coursework at their local school in a blended learning environment.
<a href="#">VHS Learning</a>	School-Based	Course Access	Fully Virtual	Credit Recovery; AP; STEM College and Career Prep; Self-Paced Courses	9-12	N/A	Pass Rate; Students Reached	VHS Learning is a global course access program, offering high school courses for credit recovery, college and career preparation, and AP. Students can select semester or year-long courses, or they may opt for a self-paced course for greater flexibility.



## Appendix B: Landscape Scan Methodology and Data

	Location	Course Access / Full Time	Fully Virtual / Hybrid	Model	Grade Levels	Total # Students	Evidence Type	Model Description
<a href="#">Fulton Academy of Virtual Excellence (FAVE)</a>	System-Based	Full Time	Fully Virtual	Dual Enrollment; AP; CTE; Personalized; Work-Based Learning;	3-12	480	Graduation Rate; SAT/ACT/PSAT	Fulton Academy is a virtual school in the Fulton County School District, offering personalized and work-based learning. Students have the opportunity to engage in dual enrollment, AP, and career and technical education courses.
<a href="#">iSucceed Virtual Schools</a>	System-Based	Full Time	Fully Virtual	Personalized; Standards-Aligned (National/State); Self-Paced; Honors; Dual Credit; CTE	7-12	944	Standardized Assessments; Advanced Coursework Enrollment; Attendance; Graduation Rates	iSucceed is an online charter school serving students in Idaho. Their personalized, standards-aligned approach allows students to engage in self-paced learning, and students may enroll in honors, dual-credit, and career and technical education courses.
<a href="#">Innovations Early College High School</a>	System-Based	Full Time	Hybrid Learning	Personalized; Competency-Based; Transportation Between Schools; CTE	9-12	284	Graduation Rate; SAT/ACT/PSAT; Standardized Assessments; Advanced Coursework Enrollment	Innovations Early College High School is a part of the Salt Lake City School District and offers a personalized, competency-based hybrid model in which students can select virtual courses or attend in-person classes on campus, including at neighboring high schools and the district's career and technical center.





## Appendix B: Landscape Scan Methodology and Data

	Location	Course Access / Full Time	Fully Virtual / Hybrid	Model	Grade Levels	Total # Students	Evidence Type	Model Description
<a href="#">LaunchEd Virtual Academy (St. Vrain)</a>	System-Based	Course Access / Full Time	Hybrid Learning	Standards-Aligned (State); Comprehensive; Concurrent Enrollment; Advanced Global Innovative Learning Environments (AGILE); AP; CTE; Industry Certification	K-12	329	Graduation Rate; SAT/ACT/PSAT; Attendance	At LaunchEd Virtual Academy, students can engage in fully virtual learning at the same pace and level as their in-person peers. Coursework includes concurrent enrollment, AP, career and technical education, and opportunities for industry certifications. LaunchEd Virtual Academy is part of a broader initiative called Advanced Global Learning Environments (AGILE) where students also have the option for a hybrid model where they can virtually attend classes while in-person at their district high school.
<a href="#">St. Vrain Virtual High School</a>	System-Based	Full Time	Hybrid Learning	Personalized; Individualized; Blended Learning; Honors; AP	9-12	79	Graduation Rate; SAT/ACT/PSAT; Attendance	St. Vrain Virtual High School offers a hybrid, blended learning experience for students using FLVS Global curriculum. Students engage in both in-person learning and virtual coursework while attending school, and have the opportunity to pursue AP, honors, and concurrent enrollment options.
<a href="#">Gulfport Virtual Academy</a>	System-Based	Full Time	Fully Virtual	Individualized; Learning Continuity	K-10	89	Metrics Collected by Local School Systems	Gulfport Virtual Academy offers individualized, virtual learning with a strong focus on family engagement and targeted teacher support. Students engage in hands-on learning, dive deep into areas of interest, and benefit from live instruction from their teacher.



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	Location	Course Access / Full Time	Fully Virtual / Hybrid	Model	Grade Levels	Total # Students	Evidence Type	Model Description
<a href="#">Highline Virtual Academy</a>	System-Based	Full Time	Fully Virtual	Standards-Based; Flexible Learning Model; Self-Paced Independent Learning; CTE	6-12	182	Graduation Rate; State Proficiency; Attendance	Highline Virtual Academy offers students a comprehensive online learning experience aligned with state standards across middle and high school content areas. Through the Edgenuity platform, students can select courses and earn credits. They can choose three models for learning: blended, self-directed, and independent, allowing for customized levels of support. The school is committed to knowing every student by name, strength, and need.
<a href="#">Hamilton County Virtual School</a>	System-Based	Full Time	Fully Virtual	Standards-Aligned (State)	K-12	333	Graduation Rate; SAT/ACT/PSAT; Standardized Assessments	Hamilton County Virtual School is a part of the Hamilton County School District, offering a flexible learning experience without a set schedule or log-in time. Students check in with their advisors weekly and maintain the pacing set by their courses.
<a href="#">Newport News Public Schools Virtual</a>	System-Based	Full Time	Fully Virtual	Standards-Aligned (State); Learning Continuity; Dual Enrollment; CTE; AP; Credit Recovery	K-12	N/A	Metrics Collected by Local School Systems	Virtual Learning Academy at Newport News Public Schools offers elementary and secondary programs. Only elementary students with medical, emotional, or behavioral needs are eligible to enroll, whereas any secondary student enrolled in the district can apply to attend the virtual academy. Students in grades 6-12 benefit from using Virginia Virtual, which offers a vast course catalog including dual enrollment, career and technical education, AP, and credit recovery opportunities.



## Appendix B: Landscape Scan Methodology and Data

	Location	Course Access / Full Time	Fully Virtual / Hybrid	Model	Grade Levels	Total # Students	Evidence Type	Model Description
<a href="#">Virtual Learning Center of Fayette County Public Schools</a>	System-Based	Full Time	Fully Virtual	Learning Continuity; Guided Pacing Curriculum	6-12	321	Advanced Course Completion Rate; Standardized Assessments	The Virtual Learning Center is part of Fayette County Public Schools in Lexington, KY, and offers secondary students the opportunity to learn in a fully virtual environment. Students engage with a guided-pacing curriculum and attend daily, live instruction with teachers. The school focuses on building student connections and relationships, and caters to a wide range of needs.
<a href="#">Kent Virtual Academy</a>	System-Based	Full Time	Fully Virtual	Personalized; Mentoring; 9-Week Grading Cycles; Cross-Enrollment	6-12	130	State Proficiency; Graduation Rate; Attendance	Kent Virtual Academy serves secondary students with personalized, virtual learning by offering four nine-week grading cycles to maximize credit opportunities. For AP, world languages, and hands-on career and technical education courses that are not offered by Kent Virtual Academy, students can engage in these opportunities at their in-person local school for a hybrid experience.
<a href="#">Valor Preparatory Academy</a>	School-Based	Full Time	Hybrid Learning	Personalized; CTE; Standards-based; Dual enrollment; Foreign Language; Gifted program; AP/Honors; Service Learning; Flipped Classroom	6-12	175	State Proficiency; Advanced Coursework Enrollment	Valor Preparatory Academy is a hybrid public charter school for secondary students where learning takes place both at home and in person. From Monday through Thursday for four hours, students come to the school's campus to apply their learnings from their virtual work through a collaborative, flipped classroom model. Students also have the opportunity to pursue virtual independent study and take free college classes through Estrella Mountain Community College.



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	Location	Course Access / Full Time	Fully Virtual / Hybrid	Model	Grade Levels	Total # Students	Evidence Type	Model Description
<a href="#">Crossroads FLEX Academy</a>	System-Based	Full Time	Hybrid Learning	Blended Learning; Learning Continuation; CTE; Pursuits	9-12	148	Standardized Assessments; Advanced Coursework Enrollment; Graduation Rates	Crossroads FLEX Academy provides hybrid learning for students who spend over 20 hours a week pursuing an area of passion or outside interest, such as sports, the arts, or entrepreneurship. Students take core classes live on campus with varied seat time requirements, and they engage in their elective courses asynchronously.
<a href="#">Baker Web Academy</a>	System-Based	Full Time	Fully Virtual	Personalized; CTE; Dual Credit; Guided Textbook Classes	K-12	2,588	State Proficiency; Graduation Rate	Baker Web Academy serves Oregon students and families by providing personalized, virtual learning with the use of guided-textbook classes. Each student creates a personalized education plan with regular teacher support and receives home visits every two weeks to build relationships and monitor their progress. High school students also have the opportunity to engage in dual-credit and career and technical education courses.
<a href="#">California Pacific Charter Schools</a>	System-Based	Full Time	Fully Virtual	Personalized, Learning Continuity, AP, Honors, Credit Recovery, and CTE	TK-12	N/A	State Proficiency; Graduation Rate	California Pacific Charter Schools offers personalized, virtual public education in fifteen California counties. Students learn using the Edgenuity curriculum while benefiting from flexible scheduling, weekly opportunities to engage in live instruction, and regular community-building via clubs, talent shows, and field trips.



## Appendix B: Landscape Scan Methodology and Data

	Location	Course Access / Full Time	Fully Virtual / Hybrid	Model	Grade Levels	Total # Students	Evidence Type	Model Description
<a href="#">Florida Virtual School</a>	School-Based	Course Access / Full Time	Fully Virtual	Personalized, AP, Dual Credit, International Certificate, Accelerated Program, and CTE	K-12	9,326 Enrolled Full Time	Course Completion Rates; State Proficiency Assessments	Florida Virtual School is one of the largest providers of virtual learning globally. Florida residents can enroll, tuition-free, into two different programs. The asynchronous, full-time flex program allows students to design their learning. The full-time public school includes live classes and follows a more structured schedule. Students from across the country also have the option to enroll in individual, tuition-based courses.



